Quality Enhancement Plan (QEP) Planning Committee  
Wednesday, July 21, 2010 – 9:30-11:30 a.m.  


Student Learning Outcomes
- Is the pinnacle of the pyramid (student scholarship) sufficiently different than the middle level (scholarly inquiry)?
  - If you achieve all of the middle-level SLOs, how can you avoid the pinnacle?
  - Pinnacle is different because it is about original scholarship, as opposed to secondary scholarship
    - We must clarify this distinction between the two levels within the text of our QEP
  - “Articulate and support a position…” and “Communicate about…” are too similar and might need to be reworded
- The three levels are about: consciousness/awareness (bottom), process (middle), and product (top)
- We might change the second SLO in the middle level to: “Choose an appropriate discovery process to answer a scholarly question.”
- Replace “project” with “inquiry,” where possible in the SLOs

Goal 1 Activities
- Questions about student recognition
  - Will this happen in the first or second year?
  - How will we identify students who have the potential to engage in these kinds of activities early on?
- We need to be sure to explicitly mention Orientation, Welcome Week, Family Weekend, Alumni Weekend, and other events that will help to get information out and brand these activities
  - We must say that we will make a campus presence of student scholarship at student events, beyond what is already in the Student Ambassadors section
  - Add this under Goal 1?

Goal 2 Activities
- For the UAP expansion – we want to be sure that students who are completing projects for credit are not locked out of the opportunity because of a credit limit
  - We should not view funding as a reason for students to join the program
  - We will not be able to significantly expand the summer program to meet our target number of students until we have external funding in place
- SI sections of ENGL 302 still need to be tailored to the student’s major and not made generic
  - Enhanced sections could be an enormous challenge due to the fact that large numbers of adjunct faculty are teaching this course each semester
  - We do not envision touching every section of ENGL 302
  - There is excitement that this activity will really give us the bang for the buck, along with the chance to have a common catch-point
- We could encourage units to develop capstone courses in departments that don’t have them and to incorporate scholarship
  - This could be part of the curricular aspect of the Scholarship Development Grants Program
- Joint Project Partnerships – how to measure student learning outcomes?
  - Rename these to “Project Partnerships”
Questions about the funding of these grants
- Are group UAPs included within these partnerships or are they separate?
- A concern for the DRG is recognition for tenure-line faculty – how will mentoring students for the Ethnography of Diversity project help these faculty get closer to tenure?

- We are not incorporating course releases into the plan – departments can make these decisions themselves if they receive a development grant
- What is the value that the QEP is adding to this to make these activities work?
  - Money already exists in broad institutional programs, they just need interested students to work with
  - Faculty must be educated on how undergraduates can be useful to them
- The criteria around the Project Partnerships and Academic Program Grants will be very different and this must be clear
  - They can remain two different tracks under the Scholarship Development Grants Program
  - Global and Social Entrepreneurship topics can come through in these grants

Goal 3 Activities
- We need to address policy issues in this section

Questions: Student Roles
- What is the nature and structure of the advisory role of students?
  - Are 4-5 students on the Student Scholarship Advisory Board (SSAB) sufficient or should there be a separate student board?
  - The club needs to be organic, but must be set up with those students who are most motivated at the outset
  - Faculty could nominate students in the beginning to get the group started
  - The group will need a faculty advisor, but that does not mean that the faculty member will be in charge
  - Could the Student Ambassadors serve as advisors?
  - How to capture quieter students who are not Ambassadors or members of the club?
    - A broad nominations process would help with this (by self or by faculty)
  - The Advisory Board could be the generative force for the club
  - Interest groups could be created within organizations that already exist